



Entrepreneurial education as a means of ameliorating the menace of unemployment in Nigeria: a case study of selected tertiary institutions in south west Nigeria

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General Note



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ABSTRACT

One of beauty of receiving or acquiring knowledge is to be able to use such knowledge to benefit one's life, the life of others around you and create sustainability. Any educational programme that fail in this respect become obsolete in this modern time. This project therefore intended to examine entrepreneurial education as a means of ameliorating the menace of unemployment in the nation and produce individual who could be gainfully self employed, job creators and self reliant. A total a three hundred (300) well structured questionnaire were distributed across five tertiary institutions in Nigeria of which two hundred and ninety six (296) were retrieved. The result was analysis using the descriptive statics. The study showed that quit a number of respondents had the

knowledge entrepreneurial education, a good number of respondents (54.1%) had attempted one form of entrepreneurial venture or the other, while a few (31.8%) described their ventures are successful. The study shows that there is no significant relationship between gender of respondent and their level of knowledge of entrepreneurship and there is no significant relationship between the knowledge of entrepreneurship and entrepreneurial success. This study concluded that entrepreneurship be thought and encouraged not only in tertiary institutions but also in secondary and primary schools.

Keywords: Entrepreneur, education, menace, unemployment.

1. INTRODUCTION

Nigeria as a nation has faced various challenges since her independence in 1960. These challenge include, insecurity, corruption, outbreak of diseases devaluation of our currency, unemployment etc. as it is generally accepted that no nation can rise beyond her educational level, the challenge of unemployment in Nigeria can be tacking from educational sector. In 2001 Robert I Kiyosaki in an interview said in my own opinion, the united state and many western nations (Nigeria inclusive) have financial disaster coming, caused by our Education systems failure to adequately provide a realistic financial (entrepreneurial) education for students and we are facing real financial disasters now than ever. According to the National bureau of statistics (2011) the Nigerian labour force consist of persons between Age 15-64 years excluding students, home keepers, retired persons that stayed at home, parents and persons unable to work or not interested in working. The labour force of a country according to NBS is a set of citizens of that country who are willing and are able to make available at any given time there effort for gainful employment. From the above we have a large labour force with nothing to do in Nigeria. The rate of unemployment in Nigeria is alarming as Nigeria overall unemployment hit 23.9% in March 2011, indicating a sharp increase from 14.9% in March 2009. According to NBS these group of unemployed compose majorly of the young people graduating from our higher institution of learning; should the system have taught them a means of earning income after graduation they will not joined the band wagon of the unemployed.

Entrepreneurial education it is part of total education that involves the acquisition of skills ideas and management ability necessary for job creation (Olorunmolu 2010). An entrepreneur promotes employment rather than seeking employment. Without this system of education, the institutions or learning will only produce faulty students who lack ability to survive in the competitive labour market where survival of the fittest is the order of the day. I want to categorically state that; any student graduating from any higher institution in Nigeria that has no idea or bearing of how to survive in the competitive challenging labour market has missed it already. If all you are bringing to the market is your G.P.A (grade point Average) you had better go back to offer a course in entrepreneurship and get AQ (Adversity Quotient), EQ (Emotional Quotient) to your I Q (Intelligence Quotient) then you are fit to come in bearing in mind that the beauty of education is to be able to benefit yourself, those around you and the society at large with what you have learnt in school.

The entrepreneur spirit is a pre requisite to an entrepreneurial society and culture. This spirit is required for economic growth of any nation especially developing ones like ours (Nigeria). Entrepreneurship is a process of creating new ventures that did not previously exist; it is the practice of starting organization/ business, creation of wealth through implementation of concepts. According to Druker (1970) what entrepreneurs have in common is not personality traits but a commitment to innovation. The entrepreneur must have not only talent, knowledge but he/she must be hardworking, focused, and purposeful in an enabling environment that will enhance his success.

2. MATERIALS AND METHODS

Research Design

This study employs a cross-sectional descriptive research design. This was used to determine (investigate) the knowledge of entrepreneurial education, its determining factors and perception and involvement of respondents in entrepreneurship. It does not violate the respondents' right and dignity. It was capable of obtaining the most reliable and valid data using a qualitative and quantitative research method.

Research Setting

The participants were 300 people (students, staffs and non-academic staff inclusive) across higher institutions of learning. Such as college of education, polytechnic and universities. College of Education (Adeyemi College of Education) located in Ondotown, Ondo town is located in one of the 36 states of the Federation (Ondo state to be precused).

Polytechnic (the polytechnic Ife) located in Ile-Ife in Osun state to be precised. The polytechnic Ife is one of the indigenous private polytechnic situated at the satellite part of the town.

Universities: University like ObafemiAwolowo University located also in Ile-Ife, Osun state, Federal University of Technology Akure in Ondo state, Wesley University Ondo, Ondo state, Joseph Ayobabalola University (JABU) Ikeji-ArakejiOsun state, and University of Ibadan, situated in Ibadan, Oyo state.

The participants were randomly selected by multi staging sample, all participants were fully informed about the study and this remaining anonymous indicates their consent by completing the survey sample.

Research Instrument

Information was obtained using primary source. The primary data were obtained directly on the field using a well-structured questionnaire. The questionnaires were designed in a way to contain three different sections so as to obtained comprehensive information from the respondents. These section include.

Section A – Socio demographic characteristics of respondents

Section B – Perception and participation of respondents in entrepreneurship

Section C – Level of respondents knowledge on entrepreneurial education.

A self developed questionnaire was used to elicit socio-demographic data such as age, level of institution, status and sex. Close ended questions were used to elicit information on level of knowledge about entrepreneurial education.

Data Analysis Techniques

Checks for any form of irregularities were done on the data gotten; converted to an analyzable form. Close ended questions were pre-coded. Coded data were entered into the computer by data entry and edited. Analysis variables were measured at various levels of measurement as it applies to them, some on interval, ordinal, nominal and others on a ratio scale of measurement. Descriptive statistics such as frequency distributions mean and standard deviation and cross-tabulations will be generated from the data. Statistical data analysis software will be used to analyze the data electronically. The software is "Statistical Product and Service Solutions" (SPSS).

3. DATA ANALYSIS

Section A

Table 1 Types of Institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	OTHERS	1	.3	.3	.3
	COLLEGE OF EDUCATION	74	25.0	25.0	25.3
	POLYTECHNIC	27	9.1	9.1	34.5
	UNIVERSITY	194	65.5	65.5	100.0
	Total	296	100.0	100.0	

74(25%) of the respondents were in college of education, 27(9.1%) were in polytechnic 194(65.5%) were in university and 1 (0.3%) was in others group.

Table 2 Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 TO 15	1	.3	.3	.3
	16 TO 20	96	32.4	32.4	32.8
	21 TO 25	120	40.5	40.5	73.3
	26 TO 30	48	16.2	16.2	89.5

	31 TO 35	20	6.8	6.8	96.3
	36 & ABOVE	11	3.7	3.7	100.0
	Total	296	100.0	100.0	

Only one respondent (0.3%) is of age range 10 to 15, 96 (32.4%) respondents were of age range 16 to 20, 120 (40.5%) respondents were of age range 21 to 25, 48 (16.2%) respondents were of age range 26 to 30, 20(6.8%) respondents were of age range 31 to 35, and 11 (3.7%) respondents were of age range 36 & above.

Table 3 Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	175	59.1	59.1	59.1
	Female	121	40.9	40.9	100.0
	Total	296	100.0	100.0	

175(59.1%) of the respondents were males and 121(40.9%) were females.

Table 4 Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no response	1	.3	.3	.3
	STUDENTS	276	93.2	93.2	93.6
	STAFFS	19	6.4	6.4	100.0
	Total	296	100.0	100.0	

276(93.2%) of the respondents were students, 19(6.4%) were staffs and 1(0.3%) of the respondents had no response.

SECTION B: ANALYSIS ON RESPONDENTS PERCEPTION AND PARTICIPATION IN ENTREPRENEURSHIP

Table 5 Duration of knowing about entrepreneur education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO RESPONSE	2	.7	.7	.7
	JUST KNOWING ABOUT IT IN THIS STUDY	69	23.3	23.3	24.0
	WITHIN THE LAST SIX MONTHS	29	9.8	9.8	33.8
	IN THE LAST ONE YEAR	33	11.1	11.1	44.9
	2 YEARS AND ABOVE	163	55.1	55.1	100.0
	Total	296	100.0	100.0	

69(23.3%) of the respondents were just knowing about entrepreneur education in the study, 29 (9.8%) had known about entrepreneur education within the last six months, 33 (11.1%) had known about entrepreneur education in the last one year, about 163 respondents had known about entrepreneurship in the last 2 years and above. And 2 (0.7%) of the respondents gave no response.

Table 6 Involvements in entrepreneurial venture before?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO RESPONSE	2	.7	.7	.7

	NO	134	45.3	45.3	45.9
	YES	160	54.1	54.1	100.0
	Total	296	100.0	100.0	

134(45.3%) of respondents had not been involved in entrepreneurial venture before, 160(54.1%) of the respondents had been involved in it before, 2(0.7%) of the respondents did not respond.

Table 7 Currently involved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO RESPONSE	60	20.3	20.3	20.3
	NO	134	45.3	45.3	65.5
	YES	102	34.5	34.5	100.0
	Total	296	100.0	100.0	

134(45.3%) of the respondents were not currently involved in entrepreneurship, 102(34.5%) were currently involved, 60 (20.3%) had no response.

Table 8 Description of success in entrepreneurship venture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO RESPONSE	142	48.0	48.0	48.0
	CANNOT REALLY SAY	51	17.2	17.2	65.2
	NOT SUCCESSFUL	9	3.0	3.0	68.2
	SUCCESSFUL	94	31.8	31.8	100.0
	Total	296	100.0	100.0	

94(31.8%) of the respondents were successful in their entrepreneurship ventures, 9 (3%) said they were not successful, 51(17.2%) said they cannot really say and 142(48%) had no response.

4. DISCUSSION

The study was conducted across two Federal Universities i.e. ObafemiAwolowo University, (OAU Ile-Ife) and Federal University of Technology (FUTA Akure) Two Private Universities, Joseph Ayobabalola University (JABU) and Wesley University of science and technology (Ondo) a Polytechnic at Ile-Ife, and Adeyemi College of Education. Due to the peculiarities of our campuses other students/staffs of other campuses like University of Ibadan, College of Education Ikere Ekitietc also participated in the study. 296participants were drawn from six Tertiary Institutions South West.

The result showed that majority of the respondent where between Ages 21 to 25 (40.5%) a few of them where 36 years and above i.e. 3.7% and only a respondent was between Ages 10-15. (0.3%) (Table 2).

The results obtained revealed more male respondent of 175 (59.1%) than female respondents of 121 (40.9%) implying that males are more involved in risk taking in entrepreneurial ventures than females. Most of the respondent were students 276 (93.2%) and only 19 (6.4%) staff. One respondent did not show status (Table 4).

A good number of the respondent 127 (76%) have had about entrepreneurial Education at least within the last 6 months only 69 (23.3%) were just knowing about entrepreneurial education in this studies and 2 (0.7%) give no response from table 5

Despite their knowledge of Entrepreneur only 160 (54.1%) have got involved in the form of entrepreneurial ventures and the other, 134 (44.3%) have never been involved in any form of entrepreneurial ventures and 2 (0.7%) did not respond whether they have been involved or not. The implication of this result is that knowledge of entrepreneurship is not enough but there should be some form of genuine school work based learning incorporated in some studies as part of National economic development strategies. This implies enriching the curriculum to incorporate more vocational and technical training. The development of apprenticeship scheme will give new graduates some work skills and experiences actual involvement matters most (Baba 2013).

Among the 160 (54.1%) who have been involved in entrepreneurship before, only 102 (34.5%) are currently involved 134 (45.3%) are no more involved while 60 (20.3%) did not respond (Table 7).

Table 8 showed that 94 (31.8%) of the respondent were successful, in fact some said they are very successful in their entrepreneurial ventures, 9 (3.0%) said they were not successful or not, 142 (48.6%) did not respond to the level of their success.

All types of entrepreneurial ventures were categorized into 3 ventures like soap making, hair dressing, decorations, repairs of phones and equipment, design of structures and websites etc. were grouped as production of goods and services, while those involving buying and selling of materials, gadgets, groceries, food stuffs etc were in a group (Anho 2013)

Another kind of venture which involves creation of awareness, and moving goods and services and creation of networks was grouped as Network Marketing. From this categorization many of the respondent 102 (34.5%) were involved in production of goods and services, 37 (12.5%) were involved in business of buying and selling while 5 (1.7%) were involved in marketing and 152 (51.4%) did not respond. 136 (45.9%) wish to continue as entrepreneurs, 34 (11.5%) did not wish to continue as entrepreneurs and 126 (42.6%) show no response as to whether they will continue or not (Table 10). From this result, many who were involved in entrepreneurial ventures did it as a means of survival on campus alone, but the bottom line is that entrepreneurial spirit should be inculcated in student through education. In fact Ojeifo (2013) proposed that education should be designed with view to create and enhance the supply of entrepreneurial initiatives and activities. Hence this calls for serious review and adjustment of educational policies and new curriculum developed in line with the demand of our present society.

Though there is good knowledge of Entrepreneurial Education among student of Tertiary Institution in Nigeria, and there is Entrepreneurial Education in the curriculum, it still need to be taught to all students irrespective of their discipline, not only teaching, student should be encouraged to actively participate in entrepreneurial ventures as this serves as a way out of the menace of unemployment in Nigeria.

5. CONCLUSION

Entrepreneurial Education is a type of education that leads to productivity and self-sustainability; it is the education that produces job creators instead of job seekers, that enhances financial freedom instead of dependability of others. This type of education should not only be taught but the spirit of entrepreneurship should be instilled in students before graduation. Also there is need to extend this kind of education to our secondary and primary school as many may not further their education to tertiary institution.

Conflicts of Interest

None

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